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ABSTRACT

This book introduces and guides upper elementary and middle school teachers through the process of using major classroom projects to enable integration of the curriculum through social studies. The book describes the excitement of a classroom when the students are working on Washington, D.C. and Latin America projects. Not only do the students develop problem solving and thinking skills, they also learn to collaborate and communicate both orally and in writing. Most important, they become motivated self-learners who carry their quest for learning far beyond the classroom. After an introduction, the book is divided into six chapters. The first is on connections and how to integrate the subject matter. The second describes the designing and planning of the Washington, D.C. project. The third chapter is on the designing and planning of the Latin America project. The fourth is on bridging abilities. The fifth chapter is about a philosophy of creating. The sixth chapter is on reflections and flashbacks and expresses some of the things the instructor learned while designing and implementing the two projects described. The book also contains three appendices: (1) notes on the Washington, D.C. curriculum; (2) notes on the Latin America curriculum; and (3) a project guide of things to do, listed in four phases of preparation for the project, beginning, guiding, and culmination of the project. Contains a 17-item list of references and an index. (Author/DK)

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